

# LMC Comprehensive Program Review

## Student Services Units

Fall 2017

**Program:** Center for Academic Support

The following provides an outline of the required elements for a comprehensive program review for Student Services Programs.

### 1 EVALUATION/ANALYSIS (FOR ALL PROGRAMS)

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#### 1.1 ANNUAL REVIEW UPDATE ANALYSIS

Analyze your annual reviews (objectives and improvements) over the past 3 years.

*To consider: Review your data and analyze major changes that have occurred in your program over the past four years. What were the contributing factors that led to these changes (i.e. demographic changes, student needs/demands, evaluation results)? Consider available data that may support trends in gender, age, ethnic breakdowns and the populations described in the Student Equity Plan (Veterans, DSPS, African American, ESL, low income students, Foster Youth). What are identified successes as a result of these changes? What needs to be improved upon? How has the effectiveness of your program and services been evaluated over the past four years?*

Throughout the past five years, major changes in our Reading and Writing program have attempted to increase access to tutoring for students. These changes include the addition of small-group workshops for students, the growth of the grad student program, and the expansion of online services to include NetTutor. For the last five years, we have had these same consistent goals, but in the last two years, we have seen success in meeting them because of funding. NetTutor is funded by BSI, and our grad student program, in partnership with the English department, is funded by the Basic Skills Transformation Grant. We have been much more successful in hiring and retaining grad students when we can also provide them with IA placement in an English class. Thus, many of our changes and successes are contingent upon funding.

Throughout the past five years, major changes to our campus-wide tutoring program have also increased access and offered different types of access for students. These changes include providing peer tutoring at Brentwood, growing Study Slam, and working with faculty leads to provide tutoring in different modes and methods of delivery—in class, small group, the lab, open lab, drop-in and by appointment. In addition, we have made ongoing changes to tutor training based on evaluations and observations.

After reviewing the past 5 years of program review, we have noticed trends--we have expressed consistent needs: the need for a program assistant, the need to consistently hire sufficient numbers of grad students, and to expand our services to online and to multiple modes.

**Reading and Writing Consultants**

**Brentwood and Pittsburg**

**Supervised Tutoring/Positive Attendance Summary**

Semester	Avg. hours per student	Total Hours	SPTUT 20 Enrollment
Summer 2015			
Fall 2015	1.75	828.5	460
Spring 2016	2.00	800.	380
Summer 2016	1.96	197.	78
Fall 2016	2.70	1294.	475
Spring 2017	2.68	1062.5	389
Summer 2017	2.60	231.5	88
Fall 2017	2.25	1229.	538

For our reading and writing consultations, the number of students enrolled increases steadily each year when comparing fall and spring semesters. However, the number of non-duplicate contacts and the number of total contacts with students has fluctuated and shown some decreases, depending on the semester. This can be attributed to several factors, for example, a decline in student enrollment on campus. In addition, the student contact hours are self-reported on a SARS tracking system. Sometimes, students are not able to enroll, but we never turn students away, so this affects the accuracy of these numbers. In addition, fewer students are coming from English. Part of this is being addressed because many English 100/100S instructors now require Center visits as part of their curriculum. In addition, required visits to 1:1 support services, including reading and writing consultations has been written into the most recent English 100 COOR.

We recognize that we need to do more cross-campus outreach, as well outreach within the English department. This may mean meeting with individual instructors and doing outreach in classrooms. We also need to do research about why our contact hours have decreased. There may be other services or even duplicate services on campus.

After reviewing our student contact hours for both reading and writing consultations and peer tutoring, we are aware that we have not analyzed our data (student use) based on ethnic backgrounds and populations described in the Student Equity Plan. We have student id numbers, so we can access this data, but we require the help and knowhow of the college or a district researcher. Our goal is to complete this research in the next year and act accordingly.

Based on our findings, we will create partnerships with programs on campus. For example, we would like to partner more closely with EOPS to help low income students, and partner with learning communities, such as Puentes and Umoja, to make sure we meet the needs of their student populations. Last year, we began a partnership with the Foster Youth Committee, but we would like to strengthen this relationship.

**Peer Tutoring Student Contact (Regular semester not including Study Slam participants)**

### **Pittsburg and Brentwood**

<b>Semester</b>	<b>Total Contacts</b>	<b>Individual Students</b>
Spring 2014	1,302	393
Fall 2014	2,541	493
Spring 2015	3,101	566
Fall 2015	1,553	392
Spring 2016	1,544	699
Fall 2016	2,067	995
Spring 2017	3,140	1,451

**The student contact numbers have seen a steady increase in both contacts and individual students served. The numbers reported do not include study slam numbers, which typically adds a 100 to 150 student contacts.**

**The increase in total student contacts and individual contact numbers can be attributed to:**

1. Increased marketing efforts resulting in increased student awareness
2. Multiple modes of delivery of tutoring services such as drop-in tutoring, by appointment, open labs, study sessions, and class labs
3. Well-trained tutors that addresses multi-disciplinary academic needs as well as discipline specific training

The tutoring program's original plan was to provide tutoring services all housed in the Center by providing tutors on a drop-in basis. Students would find a tutor who, because of the multi-discipline training, could help them regardless of the course. Although the theory of this premise is sound, we found that practical application of this theory did not work. Students wanted and needed more discipline specific support. Also, different disciplines had different needs. Thus, we changed and continue to change how we deliver tutoring services. We have found, as evident by the increasing student usage numbers, this is giving greater access to students for their academic needs.

Finally, we have also changed the services in the Center. Rather than a drop-in service, we provide tutoring as either on a drop-in and/or by-appointment basis. This allows us to assess and reassess where to add more tutoring services throughout the semester. Additionally, a tight budget and increased salary raises without increases to the budget means we have had to consider how to maximize our hours without limiting student access. The conundrum of the budget for tutoring will need to be addressed, or tutoring services will be limited.

In addition to using student usage numbers to indicate our successes, we also look to student surveys and evaluations.

A biannual student satisfaction given in spring 2015 shows the following information: of 94 students surveyed, 39 attended 1-4 times, 30 attended 5-9 times, and 25 attended 10 times or more. The survey captured students' satisfaction with the tutoring methods, the tutors' professionalism and accessibility, and the impact of tutoring on student success. The survey results were overwhelmingly positive, with the vast majority of students responding with "Always" or "Usually" in response to the questions about tutoring's effectiveness. The highest marks were received on the tutor's friendliness, the tutor's level of

respect for the student, the tutor's clarity in explaining concepts, and the tutor's encouragement of the student to repeat questions and explain reasoning out loud.

It is important to note that, as the number of usage hours increase, so do the number of students who answer "Always" to the survey question. Thus, it appears that students become more satisfied with the tutoring services the more they use the services, or, perhaps they use the service more as a result of being satisfied with the tutoring they receive.

This survey was planned to be repeated in 2017; however, we are behind on this and plan to conduct the survey in 2018. The Center also plans evaluations of tutor training on a yearly cycle. However, we tend to conduct evaluations every semester and only deviate from this when time does not allow.

Evaluations are given to all new tutors who participate in training at the end of each semester. These evaluations help guide improvements that need to be made. The evaluations given to tutors ask tutors to provide written feedback on different elements of the training as well as to provide an overall rating. Each semester, the feedback varies and cannot be summarized easily; however, this feedback is used to keep, improve, change or remove a section. Additionally, when asked to rate the pre-semester and on-going training on a scale of 1-10, one being the lowest and 10 being the highest, tutors have on an average rated the training between 8-9. From all evaluations, we found that 87% of all tutors rated the training at 8.5.

## 1.2 ASSESSMENT SUMMARY

Summarize your PSLO assessment reports and your assessment plans. Summarize any changes that you are making to your PSLOs.

### **Reading and Writing Consultation Learning Outcomes**

In spring 2014, the Center conducted an assessment project to assess the Center's three SLOs:

#1: Demonstrate preparedness by planning for consulting session and arriving with relevant materials.

#2 Apply knowledge learned to LMC coursework by actively participating in a consulting session.

#3 Plan for the next steps in the writing process by understanding the main feedback given in the consulting session.

### **The data collected after conducting the assessment project showed that:**

1. 40% of first time student users were fully prepared, participated and planned for next step, achieving all SLOs
2. The largest successful group were students who visited the Center six to ten times with 80% achieving all three SLOS
3. Of those student who attend the Center between two and five times, 54% achieved all three SLOs
4. The least successful group for SLO achievement were those who attended more than 11 times.

The results support the hypothesis that with sustained exposure and support, students appear to be more acclimated to the overall protocol, thus achieving the three SLOS. However, students who visit

the Center over eleven times in a semester appear to be more dependent on the consultant versus self-dependent.

### **Assessment Plan**

Since the Center's goal is to support learning and encourage self-advocacy and inter-dependence leading to independence, we decided to keep the current SLOS. Our next assessment cycle is planned for spring 2018.

### **Peer Tutoring Learning Outcomes**

The Peer Tutor Program has two sets of learning outcomes, Student Learning Outcomes and Tutor Learning Outcomes. The two sets of outcomes allow us to assess tutors working with students outcomes for tutor training

### **Student Learning Outcomes**

Updated and adopted August 2016

#### **Students using the various tutoring services on campus will (be able to):**

1. Describe and locate the most appropriate tutoring services for their need(s)
2. Describe and give examples of tutoring has helped develop skills of:
  - Thinking flexibly
  - Striving for accuracy
  - Willingness to ask questions
3. Develop self-reliance by articulating next steps following a tutoring interaction

### **Tutor Learning Outcomes**

Adopted April 10<sup>th</sup>, 2014

As a result of tutor training and tutoring experience, a tutor will be able to:

- 1a. Utilize appropriate methods of inquiry during a tutoring session (first semester).
- 1b. Modify a tutoring session/inquiry method according to student's need(s) and learning styles (second semester).
2. Model ethical and professional behavior of an employee at LMC (first and second semester).
  - 3a. Recognize the role of cultural competence in building academic confidence and performance (first semester).
  - 3b. Reflect on how their personal story, experience, background, etc. affects their tutoring sessions (second semester).

### **Assessment Plan**

Since the initial creation of both the SLOs and TLOs in 2012, the Tutor Support Team (TST) have adjusted the learning outcomes to reflect changes in training, relevancy, and ability to assess. The campus-wide tutoring program has done much work in creating and assessing the SLOs and TLOs. The SLOs were updated in August 2016 after the TST recognized our SLOs were not assessable as written. The team used Habits of Mind to help form two new SLOs. Additionally, the TST felt that the idea of cultural competence was not attainable; therefore, we changed this term to “humility.” Furthermore, the TST recognized that tutors gain so much more knowledge and ability through experience. Therefore, we modified TLO 1 and 3 to reflect different expectations of a first semester tutor and an experience tutor.

### **Assessment Summary**

Prior to 2014 the college-wide tutoring program had assessed all previous SLOs. With the changes, the program has assessed all the TLOs and assessed SLO #1 and SLO #2. An Assessment for SLO #3 was planned to be conducted in 2017; however, at this time, the team are behind on this. A revised assessment plan is to assess in spring 2018. Because the assessments for both SLOs and TLOs for the campus-wide tutoring program have proven to be complicated and time consuming, the TST have discussed creating an assessment tool that assesses all three SLOs and all three TLOs at once, the Team will meet in 2018 to plan this and create a new assessment cycle.

#### Assessment Projects

SLO#1 and previous SLOs 3 and 4 were assessed prior to 2014.

SLO#2: Students using the various tutoring services on campus will explain and give examples of how tutoring has helped him/her to think flexibly, strive for accuracy, and willingness to ask questions was conducted fall 2016 through spring 2017.

The results from this assessment show 70% of students in each department surveyed found that they were helped “a lot” when it came to thinking flexibly; 68% felt that tutors effectively helped them strive for accuracy and finally 72% of respondents reported that tutors helped them “a lot” in the willingness to ask questions.

When students were asked to provide explanations and examples, the responses were sparse. Only 36 to 40 % of respondents could provide explanations for the first two categories, but a higher percentage, 56% of respondents provided explanations for willingness to ask questions. Although the assessment provide positive feedback for the tutors, it is worrisome that they tutees could not provide examples/explanations. However, this may also be due to the students not understanding the question.

It is believe then that we do not have a conclusive result. During out next cycle, the team will conduct a focus group to hopefully garner more accurate results.

TLO #1: A tutor will be able to 1a. Utilize appropriate methods of inquiry during a session (1<sup>st</sup> semester).  
1b. Modify a tutoring session/inquiry method according to student's needs(s) and learning styles (returning tutors).

The data from our assessment show that 82% to 98% of tutors meet expectations (proficient) when it comes to incorporating the Socratic Method/Inquiry into tutoring sessions. The range accounts for the differing perspectives from all groups, supervisors, tutors and tutees. These numbers support supervisors' observations that LMC tutors do a very good job of incorporating inquiry into sessions and, for the most part, give answers when students appear/become frustrated. The results also show growth from the first semester tutors to second/returning semester tutors. This suggests that the completion of training and the extra experience helps tutors to learn to modify tutoring sessions based on needs.

TLO#2: A tutor will model ethical and professional behavior of an employee at LMC (All tutors).

Data garnered from the assessment show a range of 65% to 79% of tutors exceed expectations of professional behavior compared to only 1-2% need additional support. The range accounts for the differing perspectives from supervisors, tutors, and tutees. The numbers suggest that training on professional behavior is effective. Interestingly, tutors were harder on themselves than supervisors and tutees when they were asked to self-reflect. Comments show that overwhelming positive interaction between tutors and students. Tutors demonstrate positive behaviors such as being friendly, encouraging, eager, being punctual and prepared. However, some comments reveal that improvement is needed, tutors tend to focus on one person not the group; tutors were not able to do the assignment but did not "own" up to it; sometimes tutoring became a social club. These comments indicate that tutor training must do more work on group tutoring.

TLO 3a. To evaluate results for both 3a and 3b, a rubric was designed that looked at a 4 level scale that reflected ideas presented in tutor training: Level 1. ) Tangibles, Level 2.) Reflection of Differences, Level 3.) Power Relationships, Change and Level 4.) Empathy and Develops Partnerships.

As expected, most first semester tutors attempted to address level 1 and 2. Most tutors scored in level one and could reflect on some differences. Although the first semester tutors attempted to answer the questions they were not successful. 71% of respondents were able to address level 1 while 60% could answer level 2 questions; however, 64% could not adequately answer questions for level 3 and level 4. Although the percentage rates were low, they were expected.

TLO3b. (Returning tutors)

To evaluate results, rubric for TLO3a was also used. The results for this assessment show that 37% of returning tutors show empathy towards others and have changed viewpoints as a result of tutoring at LMC. When levels 3 and 4 are joined together, 48% of our returning tutors show growth and understanding of the cultural humility elements. A total of 70% of returning tutors were aware and able to reflect on the elements of cultural humility and scored in the proficient range. However, 14% of our returning tutors could not answer the questions adequately and reflected that they did not see what the questions had to do with tutoring. The same 14% could be said to be at a level one and only recognize the tangibles.

A comparison between first and second semester tutors show a marked decrease 64% to 4% in not answering the questions. This comparison confirms the hypotheses that continued reinforcement of cultural humility elements through training provides tutors with the necessary tools to work with a diverse population. Moreover, experience “in the field” of tutoring helps our tutors to become proficient in cultural humility.

### 1.3 PROFESSIONAL DEVELOPMENT

Summarize the past (2 – 5 years) and present professional development activities of your unit/program’s members and impact (directly or indirectly) on student success

*To consider: Have the past training and professional development opportunities been sufficient to support the needs of your department/program? Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development.*

**Professional Development for Student Tutors:** For the past five years, all new student tutors have had to attend mandatory new tutor training, which consists of a two day, pre-semester training and 15-18 hours of ongoing training throughout the course of the semester. The pre-semester training is designed to provide student tutors with the tools to get started. During the two-day session, we discuss professional and ethical behavior, the Socratic Method, cultural humility, and other foundational topics.

Each ongoing training session expands on one topic, such as: working with students with learning disabilities, working with challenging students, tutoring skills and strategies, habits of mind, safety in the workplace, and other important topics as they arise.

Over the last five years, the training has changed almost yearly because we evaluate the training’s effectiveness each semester. In order to review and evaluate the workshops, tutors are given paper evaluations after each ongoing training session. Each evaluation asks tutors to tell us what worked and what could be improved. We also ask tutors to rate the training workshops on a scale of 1-10. The feedback given is used to help us plan future trainings.

For example, our newer sessions on habits of mind and cultural humility are equity focused and responsive to current research and student needs. The training now includes discipline-specific training, requiring tutors to meet with faculty, and observe other tutors. Training also requires tutors to self-reflect and write about what they learned from their experiences working with students.

We believe our current training is sufficient to the needs of our program as long as we continue updating our training curriculum and reflecting on what skills students need to tutor successfully. Our tutor training has a direct impact on student success because our tutors are our direct contact with the student population. When we train student tutors to engage with students clearly, helpfully, and compassionately, this directly impacts the learning that happens in our 1:1 sessions.

In the future, we would like to attend the CRLA and NTA conferences for our own professional development to learn new strategies for training student tutors.

**Professional Development for Reading and Writing Consultants:** Every semester, we employ 10-15 faculty consultants and between 1-5 graduate students. Our faculty and graduate student Reading and Writing Consultants attend monthly meetings designed to provide professional development in areas related to reading and writing support. The activities could be broadly categorized as: administrative policies and procedures, diversity training, training in reading/writing topics, and training in discipline specific topics, e.g. writing across the curriculum.

For example, we read and discuss critical theory about tutoring and writing center pedagogy; we provide updates on changing curriculum; we look at case studies and scenarios; we offer informational sessions on personal statements and transfer applications; and we include guest speakers on writing in different disciplines, including math, nursing, music, criminal justice, and philosophy faculty members.

In addition to our monthly meetings, our consultants participate in informal observations of each other. We have also collaborated on a reading and writing consultant handbook, and we have refreshed our handouts on sentence skills, formatting and writing strategies.

Because of our new funding for and influx of grad students, we have provided some specific training sessions just for graduate students, and we have implemented a formal observation and evaluation process for our grad students.

At the end of last year, we provided a survey to our consultants, and all indicated that they were pleased with the meeting topics and the focus of our professional development.

We would like to encourage consultants to attend the Northern California Writing Centers Association Conference (NCWCA) this next year to expand their professional development.

## 1.4 COLLABORATION

Describe any current collaboration efforts that are occurring between your unit/program and other units and programs both inside and outside of Student Services, and impact (directly or indirectly) on student success.

The Center for Academic Support collaborates with a number of programs around campus.

We partner closely with the Basic Skills Committee and serve on that committee each semester. BSC is funding a few of our projects, including our synchronous online tutoring pilot in collaboration with the English department.

Because so many of our reading/writing consultants are English faculty, we also partner closely with the English department. Our new and successful Instructional Assistant program for English 95 and 100S places graduate students as assistants in the classroom and as reading and writing consultants in the Center for Academic Support. Because 1:1 support is key to student success in our new and challenging reading and writing sequence, many instructors require mandatory Center visits as part of their 100S curriculum.

We also partner with 3SP to provide student skills workshops.

We partner with Transfer Services to provide tutoring on transfer applications, personal statements, and scholarship essays.

In the past five years, we have collaborated with the athletic department to provide special study sessions for athletes, such as the girls' basketball team.

We also collaborate with Rancho Medanos Middle School and provide tutors for the Avid and Read Naturally programs.

We have plans to collaborate with the Food Pantry and Equity on our Brain Food Project to provide healthy snacks for studying students.

## 2 LONG TERM GOALS (HOW TO GET THERE)

### 2.1 LONG TERM (5 YEAR) GOALS TO MEET COLLEGE STRATEGIC PLAN

Consider the College's Strategic Directions along with our Integrated Planning Goals listed here:

College Strategic Directions 2014-2019	Integrated Planning Goals
1. Increase equitable student engagement, learning, and success.	1. ACCESS: increase access through enrollment of students currently underserved in our community.
2. Strengthen community engagement and partnerships.	2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year.
3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses.
4. Invest in technology, fortify infrastructure, and enhance fiscal resources.	4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence.

	<p>5. <b>EQUITABLE SUCCESS:</b> Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.</p> <p>6. <b>LEARNING CULTURE:</b> Enhance staff, faculty and administration’s understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.</p>
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**List 3 – 5 longer term (5 year) new goals for your program. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.**

Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)
Goal 1: To research student use based on populations described in the student equity plan and address student needs accordingly, creating partnerships with other programs on campus.	<p>1. Increase equitable student engagement, learning, and success.</p> <p>2. Strengthen community engagement and partnerships.</p>	<p>1. <b>ACCESS:</b> increase access through enrollment of students currently underserved in our community.</p> <p>5. <b>EQUITABLE SUCCESS:</b> Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.</p> <p>6. <b>LEARNING CULTURE:</b> Enhance staff, faculty and administration’s understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.</p>
Goal 2: To increase tutoring and consulting services in Brentwood and improve access upon the completion of the new Center.	<p>1. Increase equitable student engagement, learning, and success.</p>	<p>1. <b>ACCESS:</b> increase access through enrollment of students currently underserved in our community.</p> <p>3. <b>COLLEGE-LEVEL TRANSITION:</b> Increase the number of students successfully transitioning into</p>

		college level math and English courses.
Goal 3: To institutionalize IA/graduate student program and synchronous online tutoring program in order to offer greater access to students.	1. Increase equitable student engagement, learning, and success.	1. ACCESS: increase access through enrollment of students currently underserved in our community.  4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence.
Goal 4: Hire permanent classified program assistant position to ensure consistency and maintenance of campus-wide tutoring program.	3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	1. ACCESS: increase access through enrollment of students currently underserved in our community.  4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence.

*To consider: If applicable, describe how these goals are designed to increase student engagement in 3SP and equitable student outcomes.*

## 2.2 STAFFING REQUEST (OPTIONAL)

Suggested description:

*Describe existing level of staffing for each program or service: how many permanent full-time and/or part-time employees are there, including faculty, classified staff and manager? How many hourly faculty and/or staff, how many student employees are needed on a regular basis (i.e. every semester, year-round)?*

### Current Staffing Structure:

Staffing structure listed below serves both the Pittsburg and Brentwood sites.

<b>Program Coordinator:</b>	<b>Classified staff-full time</b>
<b>Faculty lead:</b>	<b>.25% release time</b>
<b>Faculty Consultants:</b>	<b>1.0 load assignment</b>
<b>Program Assistant:</b>	<b>20 hours per week for 32 weeks.</b>
<b>Instructional Assistants:</b>	<b>Part-time hourly classified 20 hours per week, paid through the transformation/ B.S.I grant.</b>
<b>Student Assistants:</b>	<b>4-6 Student Assistants-25-30 hours per week.</b>



**Brentwood Center**

Ten hours, one consultant with at least one or two nights.

**Sub-total for Brentwood** **10 hours**

**Total Hours:** **76 hours**

During fall 2017 and spring 2018, the Center collaborated with the English Dept. to pilot the Instructional Assistant program. This program hires 4 to 5 graduate students from local universities to provide instructional assistance in the English 95 and 100S courses. This program also includes 5 hours of instructional assistance/consultations per graduate student (for a total of 20 hours) in the Center for Academic Support. The shortage of consultant hours offered in the Center has been alleviated by hiring graduate students for the 20 hours per week. With the assistance of the I.A program, we are offering 70-73 hours of consultation per week. This allows us to provide much more access and support to students; however, since the 20hrs per week is grant funded, this program can only be considered temporary.

The number of peer tutors working in the Center for Academic Support over the last three years is as follows:

Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	Fall 17
31	28	29	26	34	30

The number of total possible tutoring hours provided to students by peer tutors per week. This number includes all possible hours available including by-appointment, drop-in, and open labs.

Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	Fall 17
173.5	152.5	172	115	192	107

**It is important to note that these hours reflect the number of hours possible and not actual number of hours used by students.**

*Does the existing level of staffing impact available hours of service? The ability to provide a full-level of service? If additional staff are needed, identify how your program/service would benefit (i.e. what additional services could be offered, longer business hours, etc.) and how additional staffing would support long term goals.*

*Include but not limited reassign time, classified/manager, student assistant, etc. (full-time faculty request is Box 2A process).*

**The** existing level of staffing is not enough to provide the hours needed. Currently, we have funding for an hourly Classified position for 16 hours week for 10.5 months. This position is needed to aid with a myriad of clerical duties, assisting with outreach, recruitment, hiring and training new tutors, assessment, performing triage for students coming to the Center for assistance. This position is also responsible for supervision of tutors when the Senior Program Coordinator is not in the Center. Finally, the Program Assistant also aids with the delivery of tutoring services at the Brentwood campus. The Center and College-wide program have placed this position as a top priority since 2011/12 and have

requested a position in the RAP process every year since then. Because the Assistant is limited hours, the Center has to limit the tutoring hours (especially evening hours). Continued reliance on a 16 hour position limits our service to students and limits access. A permanent position will provide so much extra needed support to expand operations in Brentwood, promote innovation, expand organizational capacity, and enhance institutional effectiveness.

As noted earlier, the consultation services have been greatly aided by the addition of the Instructional Assistant project. The inclusion of the I.As has helped us get to our ideal number of consultation hours. However, since this is a pilot program funded through the Transformation Grant, this can only be considered temporary. Something about institutionalizing.

<b>Faculty/Staff Resource Request</b>			
Department/Unit Goal - Reference #		Strategic Objective - Reference #	
Goal # 1,2, and 4		Reference number 1 and 3.	
Department/Unit Name		Position Name/Classification	FTE
Center for Academic Support		Tutor Program Assistant	75%
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
<input type="checkbox"/> Faculty R/T <input checked="" type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student	<input checked="" type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input checked="" type="checkbox"/> Operations (Fund 11) <input type="checkbox"/> Other <input type="text"/>	Approx. \$46,000 with benefits.
Justification:			
With the increased responsibilities of the Tutor Program Coordinator to provide tutoring for both Pittsburg and Brentwood campuses, the need for hourly assistance is dire. The need for a permanent classified tutor program assistant was first recognized in 2009/2010. At that time, a 32 hour position was funded for by the HSI grant. In 2010/11, this position was eliminated. To compensate for this loss, the college reassigned 16 hours to a permanent classified staff member. The reduction in hours necessitated a reduction in tutoring hours. In 2011/12, the 16 hour position was reassigned back to the original position. The permanent member was then replaced with a short-term hourly position for 16 hours per week. In 2013, the tutoring program was granted funding for 24 hours for one year. This temporary position has allowed the Center to restore opening hours from 8:00 a.m. to 7:00p.m., Monday through Thursday as well as to provide tutoring services until 7:00 p.m., Monday –Thursday. Despite the reduction in funding throughout the last few years, the tutoring program has seen an increase in the number of tutors and students served. This position is needed to train approximately 45 tutors college-wide supporting up to 26 college departments. In 2014, the position was funded for 30 hours a week, which has allowed us to continue provide quality tutor services. In 2015, the Center was also granted funding for this position for 30 hours a week via the RAP process. However, less funding was given in Continued funding will be needed to continue providing tutoring services at the Brentwood Center as well as providing services through 7:00--8:00 p.m. during the week			

<b>Faculty/Staff Resource Request</b>			
Department/Unit Goal - Reference #		Strategic Objective - Reference #	
Goal # 1,2, and 4		Reference number 1 and 3.	
Department/Unit Name		Position Name/Classification	FTE
Center for Academic Support		Instructional Assistants	
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
<input type="checkbox"/> Faculty R/T <input checked="" type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student	<input checked="" type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input checked="" type="checkbox"/> Operations (Fund 11) <input type="checkbox"/> Other <input type="text"/>	Approx. \$6,500 per semester Total approx. \$14,000 to include benefits.
Justification:			
The graduate students, hired in the classification of Instructional Assistant, provide additional high quality reading and writing consultations at a lower cost than faculty consultants. This enables the Center to provide greater access to students to reading and writing consultants. Also, because 1:1 support is key to student success in our new and challenging reading and writing sequence, many instructors require mandatory Center visits as part of their 100S curriculum. This means that a greater number of consultation hours need be available to students.			

### 2.3 OPERATING REQUEST (OPTIONAL)

Suggested Description:

*Describe how your program/service is structured within your existing space. For example, where is it located in relationship to other services, what services are provided by X number of staff? How would additional space or a different location impact the capacity for offering additional services? Provide a clear description of needs and rationale.*

*Describe the current equipment/technology needs for your program/service, as well as anticipated needs to meet long term goals. How would additional equipment or available technology effect the quality of your program and/or service?*

The Center for Academic Support is housed in the Core complex on the third level. The Center consists of a main area and one large study room and one small study room. The main area is used principally for reading and writing consultations with students, professors holding office hours for the “Professor is in,” student study groups, and small tutoring groups. The main area is also equipped with 8 student computes, a printer, and a copy machine; there is also a specific area for students to use lap-tops. Locked in a safe storage cabinet we also have 7 lap-top computers.

The primary use for the small study room (CO 302) is for small group (1-4) tutoring; this room can also be used by Reading and Writing Consultants when privacy is needed for such things as read aloud or upset students. This room has been used for test proctoring (not an official function of the Center), study sessions and group study sessions.

The larger study room( CO 304) is primary used for larger group tutoring sessions, 4-16 students, workshops, and training endeavors related to functions in the Center.

In 2009, the Center for Academic Support, formerly known as the Reading and Writing Center, underwent a renovation, paid by Title Three. This renovation included new furniture that was inviting, comfortable, and encouraged student collaboration and study. However, over time the chairs used in the Center have begun to deteriorate and now look well-worn and shabby. To maintain this comfortable and inviting environment for our students, it is important to replace these chairs. K.I furniture has reported that we can replace the seats and backs of the chairs instead of replacing all chairs.

<b><u>Operating Resource Request</u></b>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Goal #1	#1.
Department/Unit Name	Resource Type
Center for Academic Support	<input checked="" type="checkbox"/> Equipment <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Supplies <input checked="" type="checkbox"/> Facility Improvement <input type="checkbox"/> Service/Contract <input type="checkbox"/> Other
General Description	Est. Expense
Replacing seats and backs of current chairs that are worn.	Quote provided was half the cost of original price of chair. Estimate cost \$23,000
Justification:	
In 2009, the Center for Academic Support, formerly known as the Reading and Writing Center, underwent a renovation, paid by Title Three. This renovation included new furniture that was inviting, comfortable, and encouraged student collaboration and study. However, over time the chairs used in the Center have begun to deteriorate and now look well-worn and shabby. To maintain this comfortable and inviting environment for our students, it is important to replace these chairs. K.I furniture has reported that we can replace the seats and backs of the chairs instead of replacing all chairs.	

## 2.4 PROFESSIONAL DEVELOPMENT REQUEST (OPTIONAL)

Suggested Description:

*Based on current professional development and training opportunities, as well as long term program goals, describe anticipated professional development needs to support growth and new directions for your program.*

<b><u>Professional Development Resource Request</u></b>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #

Goal #1	3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.		
Department/Unit Name	Resource Type		
Center for Academic Support	<input type="checkbox"/> Conference/Meeting	<input type="checkbox"/> Materials/Supplies	
	<input type="checkbox"/> Online Learning	<input type="checkbox"/> IT Hardware/Software	
	<input type="checkbox"/> Other		
General Description		Est. Expense	
Funding for Sandra’s attendance at the CRLA and NTA conferences.		\$2,000	
Funding for Sandra, Jill, and 4 reading and writing consultants’ attendance at the NCWCA Conference		\$800	
<b>Justification:</b>			
To continue to stay current in our fields, it is necessary to attend academic conferences. The Center for Academic Support is not only a student service; it is also an academic program, so investing in training our coordinators and faculty consultants is necessary for professional development, in addition to our ongoing meetings.			

### 3 FOR UNITS/PROGRAMS WHO OFFER COURSES:

#### 3.1 COURSE SUCCESS/RETENTION ANALYSIS

Please review the data provided on course retention and success, which has been disaggregated by as many elements as district can provide in their SQL Report

One of our college goals as stated in our Integrated Plan is to “Increase successful course completion, and term to term persistence.” Our Equity Plan identifies African- American and low income students as disproportionately impacted in terms of successful course completion. (Foster youth are also disproportionately impacted on this indicator, but numbers are too small to disaggregate by discipline/program) Please indicate how well students in these groups are succeeding in your discipline.

	African-American	Low Income Students	All students in program/discipline
<b>Completion Rate (program/discipline)</b>			
<b>Success Rate (program/discipline)</b>			

### 3.2 CURRICULUM UPDATE

*Summarize the status of your curriculum including an analysis of the status of your COORs, prerequisites/co-requisites, advisories, depth, breadth, rigor, sequencing, and time to completion.*

### 3.3 CSLO UPDATE

*Summarize your CSLO assessment reports and your assessment plans. Summarize any changes that you are making to your CSLOs.*

### 3.4 COURSE OFFERING ANALYSIS

*Analyze your course/section offerings and trends, and report any new course or program plans.*

## 4 FOR PROGRAMS WITH ADVISORY BOARDS:

### 4.1 ADVISORY BOARD UPDATE

*Give an overview of the current purpose, structure, and effectiveness of your advisory board. List the members and corresponding organizational (internal or external) affiliations.*